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ABSTRACT

This research summary reviews six publications that explore the need for integrated school-based community services and describe ways in which challenges can be overcome to create effective full-time schools. The publications include the following: (1) "Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families" (Joy G. Dryfoos); (2) "School-Linked Services" (Center for the Future of Children, The David and Lucille Packard Foundations); (3) "School-Agency-Community Partnerships: What Is the Early Impact on Student School Performance?" (Lynn Newman); (4) "School Community Connections: Exploring Issues for Research and Practice" (Leo C. Rigsby); (5) "Schools as Community Social-Service Centers: West Virginia Programs and Possibilities" (West Virginia Education Association and Appalachia Educational Laboratory); and (6) "Toward Integrated Family Services in Rural Settings: A Summary of Research and Practice" (Jack W. Stoops). (LMI)

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Research roundup

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

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Full-Service Schools

Jim McChesney

Early in this decade, Democratic Governor Lawton Chiles of Florida described his agenda for schools: "I look forward to the time when we keep schools open to 10 o'clock every night, have them going 12 months a year, make them a place where poor families can pick up food stamps and their food...and their AFDC checks, and where they can sign up for job training."

At nearly the same time, Republican Governor Pete Wilson of California signed an executive order creating the cabinet-level position of Secretary of Child Development and Education, and mandating recommendations regarding the "integration of social, health, mental health, and support services in the schools."

The fact that both a Democratic and a Republican governor would recognize the need for integrated school-based community services suggests that the need is well understood across the political spectrum. However, acknowledging the need and establishing programs to meet it are two different things. Such roadblocks as funding, turf considerations, establishing effective delivery systems, the need to involve all stakeholders, and the challenge of bureaucratic stagnation work against the development of effective programs.

The six items reviewed here explore both the need for such programs and the ways in which these challenges can be overcome to create effective full-service schools.

Joy G. Dryfoos offers an overview of the challenges facing American schools, as well as the ways in which social service, health, and educational agencies are working to create effective programs for meeting the needs of children and families.

The David and Lucille Packard Foundation presents a look at the history, issues, challenges, and opportunities of school-linked services, establishing a framework for understanding both needs and possibilities.

Lynn Newman uses a study of the California Healthy Start Initiative to look at the early impact of school-agency-community partnerships on student performance.

Leo C. Rigsby, Maynard C. Reynolds, and *Margaret C. Wang* have compiled a number of addresses from a conference on school-linked services to describe the inherent complexities involved, and to suggest means of overcoming them.

The West Virginia Education Association and the *Appalachia Educational Laboratory* review the accomplishments of 40 school-community social-service programs in West Virginia.

Jack S. Stoops and *Janis L. Hull* explore the work being done in three Oregon and Washington communities that integrate a wide range of social and educational services.

Jim McChesney is a research analyst and writer for the ERIC Clearinghouse on Educational Management at the University of Oregon.

Dryfoos, Joy G. **Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families.** San Francisco: Jossey-Bass, 1994. 330 pages. ED 371 053. *Available from:* Jossey-Bass, 350 Sansome St., San Francisco, CA 94104. (415) 433-1767. $28 plus $4.50 shipping, prepaid.

EA 027214

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"American schools are failing because they cannot meet the complex needs of today's students," says Dryfoos in this comprehensive and thoughtful examination of how those needs might be met. Beginning with a look at the emerging phenomenon of school-based services, she traces the transition from school-based clinics to full-service schools.

The book is targeted at medical, mental health, and social-service practitioners; parents; legislators; school administrators; the media; and researchers. Dryfoos asserts that an effective school-based approach requires schools to collaborate closely with health, social, and other organizations in order to:

- clarify the nature of child and adolescent problems;
- stimulate interest and hope in useful interventions;
- facilitate the delivery of appropriate services; and
- provide resources—not only money, but people and organizational and technical skills.

After reviewing why the movements for educational reform and access to health services have merged in recent years, Dryfoos expands on two strands: quality education and support services. She provides examples of programs to show how these two strands can serve the needs of educational reform.

Other chapters look carefully at school-based health clinics and analyze the efforts of two schools that come close to realizing the vision of a full-service school. Dryfoos also covers the roles of schools, community agencies, and parents in collaborative arrangements; discusses the problems of funding at the local level; and answers the question: Are school-based services the wave of the future?

Center for the Future of Children, The David and Lucille Packard Foundation. **"School-Linked Services."** *The Future of Children* 2:1 (Spring 1992). 144 pages. *Available from:* Center for the Future of Children, 300 Second St., Suite 102, Los Altos, CA 94022. (415) 948-3696. No charge.

This compilation of nine articles describes the history, issues, methods, challenges, and opportunities involved in school-linked services, and establishes criteria that include the following:

- For school-linked services to be effective, participating agencies need to change the way they deliver services to children and families, and how they work with each other.
- Planning and implementation should not be dominated by one of the participating groups—schools, health organizations, or social-service agencies.
- School-linked services should be comprehensive and tailored to the needs of individual children and families.
- Each participating agency should direct some of its current funding to support collaboration.
- School-linked services should involve and support parents and families.
- Agencies should provide data about what they attempt to accomplish, what they achieve, and at what cost.
- School-linked services should be responsive to the diversity of children and families.

The articles conclude that the challenges involved in establishing true collaboration among education, health, and social-service providers, and producing fundamental change in how services are delivered to children and families, are complex and difficult to overcome without deeper commitment of resources.

Newman, Lynn. **School-Agency-Community Partnerships: What Is the Early Impact on Student School Performance?** San Francisco: California Healthy Start/ Comprehensive Integrated School-Linked Services Evaluation, April 1995. 33 pages. *Available from:* SRI International, Room BS178, 333 Ravenswood Ave., Menlo Park, CA 94025-3493. (415) 859-5109. Order #206. No charge.

This is a report of a study evaluating the impact on student performance of California's Healthy Start Initiative, established in 1991 to provide a broad array of school-based services for children and their families.

The report identifies four basic types of Healthy Start programs: school-based family resource centers; satellite centers outside the schools; family-service coordination teams not based at specific sites; and youth-service programs addressing the health, education, and social needs of adolescents.

The study, focused on students served by their Healthy Start program, provides answers to these critical questions:

- What changes in educational outcomes do Healthy Start participants experience?

About ERIC

The Educational Resources Information Center (ERIC) is a national information system operated by the Office of Educational Research and Improvement (OERI). The ERIC Clearinghouse on Educational Management, one of 16 such units in the system, was established at the University of Oregon in 1966.

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- What changes in educational outcomes are achieved by students in programs that have a stated goal of improving their educational performance?
- Are some program models particularly effective in improving educational performance?
- Do improvements in educational outcomes accrue to particular kinds of students?
- What is the relationship between such educational services as tutoring or school counseling, and educational outcomes?

Rigsby, Leo C.; Maynard C. Reynolds; and Margaret C. Wang, editors. **School Community Connections: Exploring Issues for Research and Practice.** San Francisco: Jossey-Bass, 1995. 441 pages. *Available from:* Jossey-Bass, 350 Sansome St., San Francisco, CA 94104. (415) 433-1767. $45 plus $4.50 shipping, prepaid.

This book is a compilation of 19 addresses delivered at a conference on school-linked coordinated services for children and families in urban communities. It examines connections between schools and their communities, and the most effective ways in which they can mobilize their resources for children and youth.

It also looks at the complexities of communication across disciplines and professional boundaries, noting the need for interprofessional and interagency coordination to meet the needs of children and families who are most at risk in our nation's inner cities.

Organized in four sections, the book first examines the policy debate, followed by sections focusing on key organizational issues, social context, and existing programs. A key point emphasized by many of the authors is the complex and interwoven nature of the relationships between various community agencies and schools, as well as the equally complex composition of the population they serve. Also emphasized is the importance of strengthening and empowering the family, not only to serve the multiple needs of children, but as a significant core value of democracy.

The book concludes that schools alone cannot solve the out-of-school educational problems of students and families through activities separate from those of social agencies. What is needed for success is coherent multi-agency support and assistance.

West Virginia Education Association and Appalachia Educational Laboratory. **Schools as Community Social-Service Centers: West Virginia Programs and Possibilities.** Charleston, WV (April 1993). 47 pages. *Available from:* Distribution Center, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325. (304) 347-0486. $6.00.

Every day children bring with them to school myriad problems arising from unmet physical, emotional, and social needs. Hunger, abuse, and unhappiness prevent these children from taking advantage of educational opportunities. Though services are available, they often are fragmented, difficult to find, and bureaucratically overwhelming.

This study, compiled by two teachers, a principal, an assistant principal, and a school community-relations director, profiles 40 school-community social-service programs, indicating the range and types of school-linked programs that serve West Virginia's children and their families.

The West Virginia Education Association, working with educators and education stakeholders, set as its goal a 10 percent reduction of at-risk children in the state's schools by 1995. To accomplish this, programs were established to address a number of critical areas: academic failure; after-school care; child abuse and neglect; counseling; dropout prevention; family support; health and basic needs; life skills; parenting skills; adult education; preschool; self-esteem; substance-abuse prevention and recovery; and teen parenting.

To provide funding for such programs, the study suggests using libraries to identify potential supporters, submitting carefully prepared proposals, and following up at an appropriate time. Examples of funding sources include local businesses and professionals, foundation grants, state and federal funds, health and social-service agencies, and the National Education Association.

In spite of problems in West Virginia, ranging from funding to fragmentation of programs, the study indicates that progress has been made, and that both the community and schools benefit from the "whole village" involvement of community organizations and individuals.

Stoops, Jack W., and Janis L. Hull. **Toward Integrated Family Services in Rural Settings: A Summary of Research and Practice.** Portland, OR: The Northwest Regional Educational Laboratory Program Report (September 1993). 75 pages. ED 364 368. *Available from:* ERIC Document Reproduction Service, 7420 Fullerton Rd., Suite 110, Springfield, VA 22153-2852. (800) 443-3742. $15.40.

Rural America faces many of the same problems as those found in metropolitan areas: stagnant economies; limited employment opportunities; family stress and dysfunction; spouse and child abuse; sexual assault; teen pregnancy; and substance abuse. These

are some of the prevailing conditions that prompted the three rural communities cited in this report to integrate a wide range of social services.

This research looks at these sites—the Glendale-Azalea Skills Center in Glendale, Oregon; the Illinois Valley Family Coalition in Cave Junction, Oregon; and the ARIS (At-Risk Intervention Specialist) Program in Inchelium, Washington—in terms of service-delivery needs, governance, and operations.

At each site, a single organization (either the school district or an umbrella group established to coordinate delivery of services) assumed leadership responsibilities. Although the sites were developed independently, several commonalties emerged in their governance and operations. School boards encouraged schools to take an active role; comprehensive services were targeted to the needs of families; agencies adopted a preventive approach; a "one-stop shopping" model was used to deliver services at a single location; and each site sought to develop an improved sense of community.

The study demonstrated that each of the three sites had a unique strength—a particular person, a facility, or a policy structure—that enabled its program to operate successfully.

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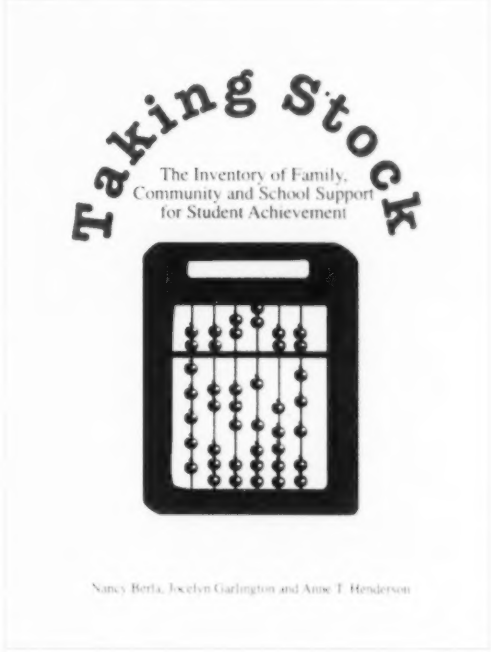
Taking Stock
The Inventory of Family, Community and School Support for Student Achievement
Nancy Berla, Jocelyn Garlington and Anne T. Henderson